



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : I.S. 125 HENRY HUDSON INTERMEDIATE SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 08X125

PRINCIPAL: ANTHONY MARTIN, I.A. **EMAIL:** AMARTIN6@SCHOOLS.NYC.GOV

SUPERINTENDENT: MR. TIMOTHY BEHR

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Anthony Martin	*Principal I.A.	
Paul Brush	*UFT Chapter Leader	
Lisa Mateo	*PA/PTA President	
NA	DC 37 Representative, if applicable	
NA	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Doylla Vaughn	Member/ Assistant Principal	
Matel Hassan	Member/ Literacy Coach	
June Arrington	Member/ Math Coach	
Janet Bosch	Member/ PA Secretary	
Pauline Forbes	Member/ Parent Member	
Virginia Laboy	Member/ Parent Member	
Rebecca Laboy	Member/ Parent Member	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By the 2011 – 2012, our school will reach our Performance Objectives Targets of 58 and 79 for ELA and 70 and 122 for Math on our NYS Report Card to meet our AYP (Safe Harbor Targets) respectively for our Students with Disabilities (SWD) and Limited English Proficient (LEP) subgroups for the 2011-2012 school year.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

We are a Title 1 school with an NCLB status of “Restructuring (advanced) comprehensive” due to not meeting Adequate Yearly Progress (AYP) for both Math and ELA for the following identified groups: All students, SWD, Hispanic, LEP, ED.

We received an “underdeveloped” in their last Quality Review (QR) report.

We dropped from a Progress Report grade of B in 2009-2010 to a C in 2010-2011. The Progress Report indicates that our school did not show adequate improvement on the state tests in both ELA and MATH between 2010 and 2011.

The Progress Report also shows a grade of C for School Environment score, which is reflective of the results of the NYC School Environment Survey.

According to the Joint Intervention Team Report for 2010 and the Quality Review Report for 2010-2011 there is need to address the following areas:

- Set high expectations for student work by adapting curricula that is rigorous and standard based
- Differentiate instruction for Ell’s and students with disabilities
- Develop curriculum maps that are aligned with the NYSLS & CCLS and incorporates rigorous tasks and higher order thinking skills for all learners
- Collect and analyze data to track student progress and then modify instruction as needed
- Implement consistent use of the workshop methodology that incorporates explicit teaching, modeling, assisted performance, and student

interaction/sharing

- Develop assessments that are aligned to the curriculum ensuring that all teachers evaluate individual students needs and strengths to support targeted instruction
- Enhance protocols for teacher observation by utilizing a researched based system to evaluate teachers practice with a focus on improving professional growth.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity #1

Professional Development:

- Focus on the data derived from Inquiry team, Acuity, ITA, and other assessment tools to identify and address gaps in achievement among the target populations; double period common planning is allotted for these activities.
- Collaboration with Data Specialist to collect and analyze student based on Acuity, ITA, interim assessments and project-based culminating assignments to integrate Whole Class, Inquiry Group, and target population performance data into lesson/unit planning and implementation.
- Specialized CTT and ITT PD specifically to define roles, suggest practices, and support team teachers with target population students. Additionally, time allotted for teachers of target group students to share best practices, successful strategies, etc in an inter-curricular and cross-curricular setting.
- Target Population(s): All teachers servicing all students, especially those of the LEP, SWD and ELL populations.
- Responsible Staff Members: Principal, Assistant Principals, Data Specialist and Instructional Coaches.
- Implementation Timeline: September 2011 through May 2012

Activity #2

CBO/ SES / SINI / AIS Programs:

- The Learn IT educational program to be implemented during the Extended Day Tutoring program using a curriculum that specifically addresses the target groups and offers material support (CCLS-aligned curriculum, modifications, and weekly progress reports) to teachers of target group students.
- Support of LEP, ELLs, SWD and other students of target population through SINI intervention programs, specifically Read 180 and Learn IT Extended Day program during the school day, and Edison Learning and Learn IT PM during after-school hours.
- SETSS intervention in both ELA and Math as indicated through individual IEP's.
- Additional support given to LEP, ELL, SWD and target group students via Math Lab and the Success Maker Enterprise Program, National Library of Virtual Manipulatives and other CCLS/NYSS aligned programs aimed at increasing achievement of target group students.
- Target Population(s): All teachers servicing students in the target population of LEP and/or SWD.
- Responsible Staff Members: Principal, Assistant Principals, and Data Specialist.
- Implementation Timeline: October 2011 through May 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of

technology;

- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent

Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;

- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

School-Parent Compact

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State’s Standards and Assessments by:

- using academic learning time efficiently;

- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);

- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;

- always try my best to learn.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

At this time we have no educators that are not Highly Qualified

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Describe how programs (i.e. violence prevention , nutritional, housing, etc.) are coordinated with instructional strategies/activities

	Federal
1	Edison Learning, Learn It Systems and Test Quest are three(3) Supplemental Educational Services (SES) programs that we are using to support our students academically in the subjects of ELA, Math and for our ELL and SWD subgroups
2	Rainbow is a Community Based Organization that is a District 8 federally funded grant which supports our students academically in all subjects as well as recreationally.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Describe Fiscal/Human Resources	FY'12 PS and OTPS Categories			
	Title 1	FSF	Title III LEP	21 Century Grant
<p>As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, 21st Century Grant(s) and human resources to implement this action plan from Sept. 2011-June 2012 to target, our low performers, including ELLs and SWD students as indicated below:</p> <ul style="list-style-type: none"> Supervisor per session to cover professional development for teachers as well as supervise teachers providing instruction to students for a Saturday program Professional and instructional materials to support curriculum development during the regular school day as well as for our extended day, afterschool and Saturday programs Consumable instructional materials for use during extended day programs and after school programs. Teacher per session for after school program, 	x	x	x	x

Saturday program and differentiated professional development.				
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ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By the 2011- 2012, we will increase by 5% the number of students meeting proficiency levels in ELA as measured by the 2011-2012 NYC Progress Report.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

ELA: The Data from the 2010-2011 School Report Card and Progress Report indicate that our school did not meet the performance criteria for AYP in ELA for the following student groups: Black/African American, Hispanic/Latino, and Students with Disabilities, Limited English Proficient Students & Economically Disadvantaged. The 2010-2011 Progress Report indicates that 24% of our students achieved levels 3 & 4 in the ELA State Assessment.

According to the Joint Intervention Team Report for 2010 and the Quality Review Report for 2010-2011 there is need to address the following areas:

- Develop ELA curriculum maps that are aligned with the NYSLs & CCLS as well as rigorous incorporating higher order thinking questions embedded throughout the lessons.
- Differentiate instruction to address the needs of all learners though center activities, conferencing and small group instruction
- Develop and administer simulated ELA assessments to identify skills through item analysis, utilize the data to track student progress and modify instruction as needed
- Utilize current and ongoing NYSESLAT assessment to analyze the ELL's performance, tracking student progress and modifying instruction as needed.

- Utilize current NYS assessment, and ongoing formative/summative assessments to analyze the performance of students with disabilities, tracking their progress and modifying instruction as needed.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity #1

- Professional Development: PD will be given on the following topics: Implementation of the Danielson Framework to increase teacher effectiveness; use of student data to plan and set goals; further development of inquiry with Inquiry team members helping to build capacity among teacher teams. In addition, teachers will participate in inter-visitation of classrooms using TeachScape which showcases a research-based rubric for teacher effectiveness.
- Target Population(s): All teachers servicing all students.
- Responsible Staff Members: Principal, Assistant Principals, Data Specialist and Instructional Coaches (new for 2011-2012).
- Implementation Timeline: September 2011 through May 2012

Activity #2

- Integration of the Standards (NYSLS and CCLS): We intend to increase academic rigor through the development of curriculum maps that are aligned to the New York State Learning Standards and Common Core Learning Standards. These maps, based on the “Understanding by Design” framework, will be logical, challenging and progressive, and will be viewed as “living documents”. These maps will include culminating unit performance tasks which are also aligned to state standards and are used as “authentic” measures of student learning.
- Curriculum map will be rewritten so that it is aligned with CCLS and reflect a late spring ELA test

- Target Population(s): All teachers servicing all students.
- Responsible Staff Members: Principal, Assistant Principals, and Instructional Coaches (new for 2011-2012).
- Implementation Timeline: September 2011 through June 2012

Activity #3

- Contracted Community Based Organization/ SES: The Learn IT educational program will be infused into the Extended Day Tutoring program. Learn It use of weekly assessments allows for consistent data analysis and student regrouping which will aid in targeting specific student needs.
- Additionally we will support ELLs, special education and at risk students by working rigorously with leveled non-fiction and fiction materials through books clubs, literature circles, Read 180 and Learn It morning program.
- Provide instruction to a target population of students (6th and 7th graders) as decided by the Inquiry Team. These students will receive academic intervention in the form of Read 180(Title I SINI Grant), Learn It program and unit and lesson plans created by Inquiry Team members.
- Target Population(s): All teachers servicing students who did not meet proficiency on the ELA and/or Math 2010-2011 state exams, ELLs and/or special education.
- Responsible Staff Members: Principal, Assistant Principals, and Data Specialist.
- Implementation Timeline: October 2011 through May 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is

to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey

Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

School-Parent Compact

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

IV. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State’s Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom

activities;

- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

V. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);

- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

VI. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;

- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

At this time we have no educators that are not Highly Qualified

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Describe how programs (i.e. violence prevention , nutritional, housing, etc.) are coordinated with instructional strategies/activities	
	Federal
1	Edison Learning, Learn It Systems and Test Quest are three(3) Supplemental Educational Services (SES) programs that we are using to support our students academically in the subjects of ELA, Math and for our ELL and SWD subgroups
2	Rainbow is a Community Based Organization that is a District 8 federally funded grant which supports our students academically in all subjects as well as recreationally.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Describe Fiscal/Human Resources	FY'12 PS and OTPS Categories			
	Title 1	FSF	Title III LEP	21 Century Grant
<p>As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, 21st Century Grant(s) and human resources to implement this action plan from Sept. 2011-June 2012 to target, our low performers, including ELLs and SWD students as indicated below:</p> <ul style="list-style-type: none"> Supervisor per session to cover professional development for teachers as well as supervise teachers providing instruction to students for a Saturday program Professional and instructional materials to support curriculum development during the regular school day as well as for our extended day, afterschool and Saturday programs Consumable instructional materials for use during extended day programs and after school programs. Teacher per session for after school program, 	x	x	x	x

Saturday program and differentiated professional development.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By the 2011-2012, we will increase by 5% the number of students reaching proficiency levels in Math as measured by the 2011-2012 NYC Progress Report.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

The data from the 2010-2011 School Report Card and Progress Report indicate that our school did not meet the performance criteria for AYP in Math for the following student groups: Hispanic/Latino, Students with Disabilities, Limited English Proficient Students & Economically Disadvantaged. The 2010-2011 Progress Report indicates that 32.6% achieved levels 3 & 4 in the Math State Assessment.

According to the Joint Intervention Team Report for 2010 and the Quality Review Report for 2010-2011 there is need to address the following areas:

- Develop Math curriculum maps that are aligned with the NYSLS & CCLS as well as rigorous incorporating higher order thinking questions embedded throughout the lessons.
- Differentiate instruction to address the needs of all learners though center activities, conferencing and small group instruction
- Develop and administer simulated Math assessments to identify skills through item analysis, utilize the data to track student progress and modify instruction as needed
- Utilize current and ongoing assessment to analyze the ELL's performance, tracking student progress and modifying instruction as needed.

Utilize current NYS assessment, and ongoing formative/summative assessments to analyze the performance of students with disabilities, tracking their progress and modifying instruction as needed.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity #1

- Professional Development: PD will be given on the following topics: Implementation of the Danielson Framework to increase teacher effectiveness; use of student data to plan and set goals; further development of inquiry with Inquiry team members helping to build capacity among teacher teams. In addition, teachers will participate in inter-visitation of classrooms using TeachScope which showcases a research-based rubric for teacher effectiveness.
- Target Population(s): All teachers servicing all students.
- Responsible Staff Members: Principal, Assistant Principals, Data Specialist and Instructional Coaches (new for 2011-2012).
- Implementation Timeline: September 2011 through May 2012

Activity #2

- Integration of the Standards (NYSL and CCLS): We intend to increase academic rigor through the development of curriculum maps that are aligned to the New York State Learning Standards and Common Core Learning Standards. These maps, based on the “Understanding by Design” framework, will be logical, challenging and progressive, and will be viewed as “living documents”. These maps will include culminating unit performance tasks which are also aligned to state standards and are used as “authentic” measures of student learning.
- Target Population(s): All teachers servicing all students.
- Responsible Staff Members: Principal, Assistant Principals, and Instructional Coaches (new for 2011-2012).
- Implementation Timeline: September 2011 through May 2012

Activity #3

- Contracted Community Based Organization/ SES: *The LearnIT educational program will be infused into the Extended Day Tutoring program. LearnIT's use of weekly assessments allows for consistent data analysis and student regrouping which will aid in targeting specific student needs.*
- Target Population(s): *All teachers servicing students who did not meet proficiency on the ELA and/or Math 2010-2011 state exams.*
- Responsible Staff Members: *Principal, Assistant Principals, and Data Specialist.*
- Implementation Timeline: *October 2011 through May 2012*

Activity #4

- Data: *Teachers will collect and analyze data from classroom formative and summative assessments. This includes pre- and post-tests, quizzes, tasks and culminating unit performance tasks. This data will be used to target specific student needs and inform instruction. Teachers and teacher teams will analyze data gathered from RALLY benchmark assessments (given in September, January, and April) and NYC periodic assessments to track student progress. Lastly, teachers will analyze student work within department collaborative team meetings to maintain uniform criteria of quality and to inform classroom instructional strategies.*
- Target Population(s): *All teachers servicing all students.*
- Responsible Staff Members: *Principal, Assistant Principals, Data Specialist, and Instructional Coaches (new for 2011-2012).*
- Implementation Timeline: *September 2011 through May 2012*

Steps for Including teachers in the decision-making process

- *Weekly Department Collaborative Team meeting (two 45 minutes periods) and bi-weekly Collaborative Inquiry meetings are built into the schedule to allow teachers to work together to design and plan instruction, exchange instructional strategies, and analyze student work.*

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

School-Parent Compact

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

VII. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;

- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

VIII. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to

inform the school when my child is absent;

- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

IX. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

At this time we have no educators that are not Highly Qualified

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Describe how programs (i.e. violence prevention , nutritional, housing, etc.) are coordinated with instructional strategies/activities	
	Federal
1	Edison Learning, Learn It Systems and Test Quest are three(3) Supplemental Educational Services (SES) programs that we are using to support our students academically in the subjects of ELA, Math and for our ELL and SWD subgroups
2	Rainbow is a Community Based Organization that is a District 8 federally funded grant which

supports our students academically in all subjects as well as recreationally.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Describe Fiscal/Human Resources	FY'12 PS and OTPS Categories			
	Title 1	FSF	Title III LEP	21 Century Grant
<p><i>As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, 21st Century Grant(s) and human resources to implement this action plan from Sept. 2011-June 2012 to target, our low performers, including ELLs and SWD students as indicated below:</i></p> <ul style="list-style-type: none"> <i>Supervisor per session to cover professional development for teachers as well as supervise teachers providing instruction to students for a Saturday program</i> <i>Professional and instructional materials to support curriculum development during the regular school day as well as for our extended day, afterschool and Saturday programs</i> 	x	x	x	x

- *Consumable instructional materials for use during extended day programs and after school programs.*
- *Teacher per session for after school program, Saturday program and differentiated professional development.*

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ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A	0	0	0	0
1	0	0	N/A	N/A	0	0	0	0
2	0	0	N/A	N/A	0	0	0	0
3	0	0	N/A	N/A	0	0	0	0
4	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0
6	131	131	131	131	0	0	9	0

7	148	148	148	148	0	0	24	2
8	150	150	150	150	0	0	21	3
9	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<p>Read 180 Lab Program – 65 students have this program scheduled into their school day for 180 minutes a week - an innovative, research-based reading intervention program that directly addresses individual needs through adaptive and instructional software, high-interest literature, and direct instruction in reading skills.</p> <p>Edison Learning Inc.- Supplemental Education Service (SES) provides ELA/Math support after school for our students who qualify for Title I funding. The learning environment established is a 10:1 ratio, four days a week for one hour a day.</p> <p>Rainbow After School Program Inc.- provides homework help and after school tutoring to students at I.S. 125. The program also provides a recreational component to the students of I.S. 125.</p> <p>Learn It Systems Inc.- Supplemental Education Service (SES) provides ELA/Math support after school to our ELL’s & Special Education population. The learning environment established is a 7:1 ratio, four days</p>

	<p>a week for one hour a day.</p> <p>TestQuest Inc.- provides ELA/Math support after school in the students home. The program is designed to help those students who take the bus to and from school; with the inability to stay for an SES program provided at I.S. 125.</p>
Mathematics	<p>Successmaker Math Lab – Whole Class Instruction for 90 minutes a week - The mathematics course enables teachers to give one-to-one support to a wide spectrum of K-8 students who have difficulty with grade-level math concepts. Behind it all, the powerful Learning Management System provides on-demand reports for quickly assessing progress by classroom or student.</p> <p>Edison Learning Inc.- Supplemental Education Service (SES) provides ELA/Math support after school for our students who qualify for Title I funding. The learning environment established is a 10:1 ratio, four days a week for one hour a day.</p> <p>Rainbow After School Program Inc.- provides homework help and after school tutoring to students at I.S. 125. The program also provides a recreational component to the students of I.S. 125.</p> <p>Learn It Systems Inc.- Supplemental Education Service (SES) provides ELA/Math support after school to our ELL’s & Special Education population. The learning environment established is a 7:1 ratio, four days a week for one hour a day.</p> <p>TestQuest Inc.- provides ELA/Math support after school in the students home. The program is designed to help those students who take the bus to and from school; with the inability to stay for an SES program provided at I.S. 125.</p>
Science	<p>Glenco Program - Small Group Instruction — Extended day – 10 students to one teacher</p>
Social Studies	<p>Small group instruction during the extended time period – maximum of 10 students per teacher</p>

At-risk Services provided by the Guidance Counselor	Three-to-one or five-to-one counseling sessions during school to assist students that have been held over, students in temporary housing, and students with emotional problems.
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	
At-risk Health-related Services	The school social worker provides services to our at-risk students in small groups of five.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

X. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

XI. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

XII. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 08x125

School Name: Henry Hudson Intermediate School

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

We are a Title 1 school with an NCLB status of "Restructuring (advanced) comprehensive" due to not meeting Adequate Yearly Progress (AYP) for both Math and ELA for the following identified groups: All students, Hispanic/Latino, Students with Disabilities, Limited English Proficient Students & Economically Disadvantaged.

The Data from the 2010-2011 School Report Card indicate that our school did not meet the performance criteria for AYP in ELA for the following student groups: Black/African American, Hispanic/Latino, and Students with Disabilities, Limited English Proficient Students and Economically Disadvantaged.

The data from the 2010-2011 School Report indicate that our school did not meet the performance criteria for AYP in Math for the following student groups: Hispanic/Latino, Students with Disabilities, Limited English Proficient Students and Economically Disadvantaged.

We received an "Underdeveloped" in the last Quality Review (QR) report.

We dropped from a Progress Report grade of B in 2009-2010 to a C in 2010-2011. The Progress Report indicates that our school did not show adequate improvement on the state tests in both ELA and MATH between 2010 and 2011. The 2010-2011 Progress Report indicates that 24% of our students achieved levels 3 and 4 on the NYS ELA Exam and 32.6% attained proficiency on the NYS Math Exam.

The Progress Report also shows a grade of C for School Environment score, which reflects the results of the NYC School Environment Survey.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.
- Utilize the data synthesized data from the school's accountability tools, periodic assessments, and school assessments as well as learning's from Inquiry team, and subject collaborative team meetings to identify and address gaps in achievement among the all student populations; scheduled time has been allotted for these activities.
 - Collaboration with Data Specialist to collect and synthesize school, subject, grade, class, and student sub-group data based on periodic and school assessments as well as project-based culminating assignments to support teachers to better inform instruction. With this information teachers will be more effective when supporting whole class, inquiry targeted students, and other school targeted population like ELL's and SWD, when planning lesson/unit and their implementation.
 - The Learn IT educational program to be implemented during the Extended Day Tutoring program using a curriculum that specifically addresses the target groups and offers material to support (CCLS-aligned curriculum, modifications, pre and post exams as well as weekly assessments and progress reports) to teachers in better supporting the achievement of targeted groups of students.
 - Support of ELL, SWD and other students of target population through SINI intervention programs, specifically Read 180 and Learn IT (contracted) Extended Day program during the school day, and Edison Learning and Learn IT (SES) PM during after-school hours.
 - SETSS intervention in both ELA and Math as indicated through individual IEP's.
 - Additional support given to ELL, SWD and other targeted groups students via software utilizing computer technology in the Math Lab like, Revolution, Ellis and the Success Maker Enterprise Program, National Library of Virtual Manipulatives and other CCLS/NYSS aligned programs aimed at increasing achievement of target group students.
 - Integration of the Standards (NYSLS and CCLS): We intend to increase academic rigor through the development of curriculum maps that are aligned to the New York State Learning Standards and Common Core Learning Standards. These maps, based on the "Understanding by Design" framework, will be logical, challenging and progressive, and will be viewed as "living documents". These maps will include culminating unit performance tasks which are also aligned to state standards and are used as "authentic" measures of student learning.
 - Curriculum map will be rewritten so that it is aligned with CCLS and reflect a late spring ELA test
 - Contracted Community Based Organization/ SES: The Learn IT educational program will be infused into the Extended Day Tutoring program. Learn It use of weekly assessments allows for consistent data analysis and student regrouping which will aid in targeting specific student needs.

- Additionally we will support ELLs, special education and at risk students by working rigorously with leveled non-fiction and fiction materials through books clubs, literature circles, Read 180 and Learn It morning program.
 - Provide instruction to a target population of students (6th and 7th graders) as decided by the Inquiry Team. These students will receive academic intervention in the form of Read 180(Title I SINI Grant), Learn It program and unit and lesson plans created by Inquiry Team members.
 - Data: Teachers will collect and analyze data from classroom formative and summative assessments. This includes pre- and post-tests, quizzes, tasks and culminating unit performance tasks. This data will be used to target specific student needs and inform instruction. Teachers and teacher teams will analyze data gathered from RALLY benchmark assessments (given in September, January, and April) and NYC periodic assessments to track student progress. Lastly, teachers will analyze student work within department collaborative team meetings to maintain uniform criteria of quality and to inform classroom instructional strategies.
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Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

Professional Development:

- Focus on the data synthesized from Inquiry team, Acuity, ITA, and other assessment tools to identify and address gaps in achievement among the whole school and target populations thru standards (NYSLs and CCLS) based unit / lesson planning; structured common subject planning time is allotted for teachers to collaborate during these sessions.
 - Collaboration with Data Specialist to collect and analyze student data based on Acuity, ITA, interim assessments and project-based culminating assignments to integrate Whole Class, Inquiry Group, and target population performance data into setting goals for students to reach during each subject unit
 - Specialized CTT /ICT Professional Development specifically to define roles, suggest practices, and support team teachers with target population students. Additionally, time allotted for teachers of target group students to share best practices, successful strategies, etc. in an inter-curricular and cross-curricular setting.
 - Implementation of the Danielson Framework to increase teacher effectiveness and help to build capacity among teacher teams.
 - ELA and Math Instructional Specialists will lead out in conducting inter-visitations of classrooms using TeachScape which showcases a research-based rubric for teacher effectiveness in supporting their colleagues.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
 - The ELA and Math Instructional Specialists along with other subject specialists will be members of the school's inquiry team. They in turn will provide support to the teachers to incorporate instructional best practices, classroom management skills, assisting them in analyzing the accountability tools, school, subject, grade, class, groups, and student data. Capacity will also be built to enable teacher to better embrace the collaborative inquiry process.
 3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.
 - We will be notifying parents of the school's identification status for school improvement and in a language that the parents can understand via the Parent Notification Letter

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Jose Ruiz/Rudy Rupnarine	District 08	Borough Bronx	School Number 125
School Name Henry Hudson			

B. Language Allocation Policy Team Composition [i](#)

Principal Anthony Martin	Assistant Principal Nelson Mehinah
Coach Matel Hassan	Coach June Arrington-Pena
ESL Teacher Nabil Abdel Maksoud	Guidance Counselor type here
Teacher/Subject Area Kandis Rivera / ESL	Parent Lisa Mateo
Teacher/Subject Area De Los Santos / Bilingual Tr	Parent Coordinator Wendy Detiberiis
Related Service Provider type here	Other Doylla Vaughn A. P
Network Leader	Other Arjoon Neelawattie A. P

C. Teacher Qualifications [i](#)

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers	2	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	2
Number of content area teachers with bilingual extensions	1	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1		

D. School Demographics

Total number of students in school	640	Total Number of ELLs	114	ELLs as share of total student population (%)	17.81%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. The ESL teachers and the Assistant Principal review the NYSESLAT information from ATS different reports (RLER, RLAT and RNMR) for list notice students entering Henry Hudson I.S. 125 from their elementary schools. When no data is available for students, English Language Learners are identified using the New York State Limited English Proficient (LEP) Identification Process. This process starts at the time of registering a new student in the school. The main office starts the process by calling one of the trained pedagogues who administers the Home Language Identification Survey to families. If the student's home language is other than English, an informal interview is conducted in the student's native language and in English with both the parent and the child by a licensed pedagogue. The school has assigned three teachers who speak the foreign languages widely spoken by the families of our ELLs. Ms. Rivera, a licensed ESL teacher who speaks English/Spanish, Ms. Akter, a licensed science teacher who speaks English/Bengali and Mr. Maksoud, a licensed ESL teacher who speaks English/Arabic to administer the HLIS and the informal interview with the parent and the child. In the case that the parent and child speak a language that none of the school staff is a native speaker of, the Unit of Translation and Interpretation is called in order to facilitate the informal interview with the parent and child. If the student speaks a language other than English or speaks little or no English, the student is administered the LAB-R assessment within 10 school days by one of the two licensed ESL teachers. If the student scores at the Beginning, Intermediate or Advanced Level the student is identified as an English Language Learner. If the student scores at the "Proficient" level the student enters a general education program. The Spanish LAB-R is also administered by a licensed ESL/ Bilingual teacher to students whose HLIS indicate Spanish as the language spoken at home. Students are programmed accordingly based on the results of these assessments. Students found entitled are placed in appropriate ELL program (Transitional Bilingual Education or English as a Second Language). Beginner and intermediate ELLs in either programs receive 2 units of ESL (2 x 180 minutes/week) and advanced ELLs receive 1 unit of ESL (180 minutes/week). ELLs in the three levels in the Transitional Bilingual Education program receive 1 unit (180 minutes/week) of Native Language Arts. All students entitled for ESL service are tested annually via NYSESLAT. In order to make sure that all students are tested, the ATS report RLER which shows the students who are eligible to take the NYSESLAT is used for that purpose. In addition, any student who joins the school before the NYSESLAT and found to be an ELL as per the informal interview, the HLIS and the LAB-R manual score, is added to the list of the students taking the test. Mr. Maksoud, the ESL teacher gets the report mentioned above and the list of students who are not on the list. In the first week of April, before the speaking part of the NYSESLAT usually takes place, Mr. Maksoud prepares a testing schedule and makes sure all eligible students are tested. Ms. Rivera, the other ESL teacher and Mr. Maksoud carry out the Speaking part of the NYSESLAT. Early in May, they carry out the Listening, Reading and Writing sections. As we have a large population of ELLs, students in each grade are divided into two groups; A and B and each grade is assigned to one teacher with both groups. Attendance is taken during the four subtests, and make up tests are done for students who are absent during any of the four sections of the test. Ms. O'Connor, the reading teacher and one of the special education teachers usually help with the testing process. In order that all ESL teachers prepare students for this exam by modeling, teaching, and practicing listening, speaking, reading, and writing skills throughout the year. Based on the results of this assessment, students either continue to be entitled to services the following school year, or enter a general education program if they score at the "Proficient" level.

2. The Parent Coordinator, the A.P. Supervisor who oversees ESL instruction and an ESL teacher hold regular meetings in which an orientation takes place within the second week of the school year, for all parents of new ELLs. Parents who register their children; soon after a regular orientation session has been offered; are directed to Mr. Maksoud/Ms. Rivera, the ESL teacher for an individual orientation session in order to complete the process selection a program. During the orientation session, parents watch a video in which the three programs are described by the Chancellor and members of his staff. The video is translated into several languages. In addition to watching the video, a brochure that gives details about the three programs is given to the parents and a bilingual teacher explains and

gives details about the three programs. The Parent Coordinator and A.P. Supervisor and the ESL teacher address parental concerns, answer their questions, distribute and then collect the parent survey and program selection forms. After parents have selected a program using the program selection form, they are informed that Henry Hudson Junior High School has a Transitional Bilingual Education program and Freestanding ESL program. They are informed that if they choose to have their children participate in a Dual Language program, the Parent Coordinator and the A.P., Supervisor will assist the parents in finding schools that offer the programs they opt for. The parents are also informed that Henry Hudson Junior High School will offer the Dual Language once the warranted number of parents choosing that program is reached. In order to make sure all ELLs parents are well informed about the ELL programs offered in the school, I.S 125 holds regular orientation sessions, one in the second week of September, another in the first week of November, and the third in the first second week of January. The reason for selecting these dates is that the school has been encountering an increased number of new comers during these periods of the school year in the past few years. Individual orientation sessions are offered throughout the year.

3. The ESL teacher and the A.P. Supervisor share the names of entitled students. In order to do this, Mr. Maksoud and the A.P. Supervisor generate a list of students in the R report in order to get all the necessary information to generate Letters on Continued Entitlement for generating the letters through the mail merge feature in Microsoft Office Word. Letters of Continued Entitlement are generated the first day of school and a copy is sent home with the students and another copy is kept in the "ELL Compliance Binder".

This school serves the following grades (includes ELLs and EPs)
 Check all that apply

- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

During the orientation session, the ESL teachers and the Parent Coordinator distribute entitlement letters to parents of new students, and give the parent survey and program selection forms. Parents are encouraged to complete both the parent survey and program selection forms at the end of the orientation sessions. All the Parent Survey and Program Selection Forms completed at the end of the orientation session are collected and Mr. Maksoud, the ESL Teacher, keeps these forms in the "ELL Compliance Binder". Parent surveys and program selection forms are mailed to parents who do not attend the orientation sessions and are asked to return these forms to the school in person. Ms. Anna Morales, the school secretary in charge of registering new students collects these mailed forms and gives them to Mr. Maksoud, who keeps them with the other forms in the "ELLs Compliance Binder". Since the school has a Spanish Bilingual Transitional Education Program, Spanish speaking students are placed in that program if parents fail to return the Program Selection Form. A Placement Letter is then generated by Mr. Maksoud, and mailed to the parents using the regular US postal service.

4. As the school receives the Parent Survey and the Program selection form, the school places the students in the program that the parents selected. Spanish students whose parents do not return the Program Selection are placed in the Bilingual Transitional Education Program. If the parents select the Freestanding ESL program, the students are placed in that program. If the parent's option is Dual Language Program, they are informed that the school is not offering that program and that the school will keep records of their option and when the school gets the required number to start that program, it will. As students are placed in one of the available ELL program in the school, Mr. Maksoud, the ESL teacher, generate the Placement Letters and send them home informing the parents of their child's program. Copies of these placement letters are kept in the "ELL Compliance Binder". Parents who have questions are encouraged to contact the school and the bilingual teachers in the school offer any help and explanation the parents need. Parents are also encouraged to contact the school in their native language in writing as well as orally.

Up to now, parents of Henry Hudson ELLs have not opted to transfer their children out of the school's Freestanding ESL program or the Transitional Bilingual Education Program. However, parent coordinator and the supervising A.P. maintain lists of schools with Dual Language programs. Parents are made aware both during the ELL parent orientation meetings and in writing that if they wish to have their children transferred to one of these programs, the school will facilitate their search and transference. The three teachers who speak the most commonly spoken foreign languages by the families of the ELLs are available for oral translations for parents. Parents are made aware that failure to complete and return the program selection form will continue services in the current Bilingual/ESL program. Nevertheless, the school continually monitors the number of parents who requested Dual Language placement, and this information is maintained by the Parent Coordinator in her office.

5. As a middle school, we receive most of our ELLs in a Freestanding ESL program that the majority of the parents express their wish to have their children continue the same program. As for students who register for the first time in New York State Public Schools, many Spanish-speaking parents opted to have their children placed in the Transitional Bilingual program; however, some parents opted for the Freestanding ESL program. Non-Spanish speakers participated in the Freestanding. For the current school years, of the 114 ELLs currently enrolled 100 are serviced via the Freestanding ESL program and 14 are serviced via the TBE program. This year 16 new ELLs joined our school, 9 Spanish, 5 Bengali and one Arab. 5 of the Spanish parents opted for the TBE program, and 4 opted for the Freestanding ESL program, the 5 Bengali parents opted for the Freestanding ESL program and the Arabic parent opted the Freestanding ESL program.

We attest that we have on file documentation, such as Parent Option Letters, Continuation of Services letters, and evidence of outreach to parents, to support the placement of the students in the Free Standing ESL Program or the Transitional Bilingual Education program.

6. Program models offered at Henry Hudson Junior High School are aligned with parent requests since parents have indicated a clear preference for the Transitional Bilingual Education program and the Freestanding ESL Program. We attest that we have conducted

extensive outreach to parents regarding student placement in a Transitional Bilingual Education program and a Freestanding ESL Program as per the parents' options.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): SPANISH
Dual language program	Yes <input checked="" type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)									1					1
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained						1	1	1						3
Push-In														0
Total	0	0	0	0	0	1	1	1	1	0	0	0	0	4

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	114	Newcomers (ELLs receiving service 0-3 years)	67
SIFE	5	ELLs receiving service 4-6 years	27
		Special Education	21
		Long-Term (completed 6 years)	20

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	14									14

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
Dual Language										0
ESL	53	5	6	27		19	20		6	100
Total	67	5	6	27	0	19	20	0	6	114

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							2	3	9					14
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	2	3	9	0	0	0	0	14

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							24	18	21					63
Chinese								1	1					2
Russian														0
Bengali							11	5	7					23
Urdu														0
Arabic							2	4	3					9
Haitian														0
French									2					2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other									1					1
TOTAL	0	0	0	0	0	0	37	28	35	0	0	0	0	100

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1-a- At the beginning of every academic school year or when students are programmed for classes, Mr. Medinah, Ms. Vaughn and Ms. Arjoon, Assistant Principals review students' programs to make sure that each student is meeting or exceeding the mandated hours of instruction in the parent's program of choice. Currently, beginner and intermediate ELLs in the Freestanding ESL program receive 2 units of ESL instruction (360 minutes/week). The advanced ELLs receive 1 unit of ESL (180 minutes/week) and 1 unit of ELA (180 minutes/week). Beginner ELLs in the Transitional Bilingual Education program receive 60-90 minutes of ESL instruction daily, intermediate ELLs in TBE receive 45-60 minutes of ESL instruction daily, and advanced ELLs in that program receive 45 minutes of ESL instruction daily. In addition, all ELLs in the TBE program receive 45 minutes of Native Language Arts daily.

For the current school year, Henry Hudson Junior High school has 3 Freestanding ESL classes for 6th, 7th and 8th grades in addition to one Bilingual bridging class which has 14 students in 6th, 7th, and 8th grades. Students in the Bilingual program receive Math, Science, and Social Studies in Spanish. Special education ELLs receive ESL instruction through the and Pull-out models, and the school does not have a push-in program this year.

b- The 3 classes of the Freestanding ESL program follow a Block model in which each class travels together as a group. Students in these 3 classes are of mixed proficiency levels. A lot of differentiation is done in these classes in order to provide the ELLs with high quality instruction. The Bilingual class has students of Spanish background, and of Homogeneous level. All the 14 students in this class are at the beginner level and the class receives most of the instruction by one Bilingual teacher, and the ESL instruction by a certified ESL teacher.

2. Staffing is based on student needs. Tallies for all subject areas determine the number of teachers who will serve the group. ESL teachers are assigned to classes and groups of students based on students' levels. Teachers are currently assigned to teach 6th, 7th, and 8th grade ELLs in addition to the ELLs in the Bilingual class. Students in the Beginner, Intermediate and Advanced Levels of ESL receive the mandated number of units per week. Beginner and Intermediate students receive 2 units of ESL, (8 periods, each period is 45 minutes and the total is 360 minutes every week). Students at the Advanced level receive 1 unit of ESL and 1 unit of ELA (4 periods, each period is 45 minutes). Students in the TBE are either in the Beginner or Intermediate level and they receive 2 units of ESL (360 minutes) and 1 unit of NLA (180 minutes). The teacher assigned to teach the ELLs in the Special Education program follows the Push-In/Pull-out models according to their IEP's. ELLs are offered the mandated units of ESL instruction based on their ESL level of proficiency. Most of the instruction done with the ELLs is explicit and follows the mandated number of units of ESL, ELA and NLA as required under CR Part 154. In addition, students in the Freestanding ESL program receive support in their native language by our ESL teachers who speak English, Spanish and Arabic. A science teacher who speaks Bengali gives support to our Bengali speaking students.

A. Programming and Scheduling Information

3. For the Freestanding ESL program, content area instruction is delivered in English. Students in this program get help and assistance from the fluent teachers in the school who speak Spanish, Bengali and Arabic. Pairing and grouping of students facilitates their comprehension of content in classes. Bilingual dictionaries/glossaries and visual aids are used in content area classrooms. Instruction in the Transitional Bilingual Education program is done in both English and Spanish as required under CR Part 154.

4- Spanish LAB-R is administered to Spanish ELLs who are new to New York State schools. Since all the students in the Bilingual bridging class in our school are Spanish, they receive their assessments in Spanish. They receive various formative assessments throughout the academic year that are both teacher generated, and state and city mandated. All of these assessments go through extensive data analyses by the teachers to guide instruction.

ELLs in the Freestanding ESL program get the annual state tests in math in the language of their choice if state has a translated version of the test in the language of the student. 8th grade ELLs also take the science and social studies state tests can choose to take the test in their native language if the translation is available. Test translations are available in Spanish, Chinese, Russian and some other languages. If the test is not available in the ELLs' languages they are provided with NYS glossaries that translate from English to the languages most commonly spoken by ELLs in NYS. For the ELA state test, ELLs are provided with word to word bilingual dictionaries to help them do better on the tests.

5. a- SIFEs (Students with Interrupted Formal Education) receive Basic ESL instruction and are scheduled for the Wilson Workshop model of instruction class which assists them with decoding and encoding. In addition, the Fountas and Pinnell Assessment system is utilized to offer targeted reading materials at students' specific level. They also receive reading instruction through Reading 180 program which helps them to master skills they need to progress. They get additional instruction through the extended day program in ESL, ELA and Math using "Learn It" programs that starts with evaluating students and then offers target instruction based on the students' needs.

b- ELLs in US schools with less than three years' proficiency levels were evaluated with the Pearson Predictive Periodic Assessment. The English Discoveries and ELLIS programs are added to the instruction of ELLs. These two programs will help accelerate and adapt to individual students' language skills in the three levels of language proficiency. Each of the programs has sections that deal with the four language skills i.e. listening, speaking, reading and writing. In addition they offer training and practice with language structure that helps ELLs to learn grammar. ELLs get access to computers in order to use "English Discoveries" and "ELLIS" in the classrooms and in the computer labs in the school. In addition, ELLs are offered instruction ESL instruction aligned to NYS ELA standard and starting this year ESL instruction has been aligned to ELA CCLS in order to help ELLs who take NYS ELA score the target level in that test. Mr. Maksoud and Ms. Rivera, the ESL teacher work with the ELLs in the Extended 37.5 minutes (8.00 - 8.38 a.m) Monday through Wednesday. Many of these students will participate in the after school program that starts in the first week of November. This year the school is paying more attention to helping ELLs and special education students. Both ESL teachers Mr. Maksoud and Ms. Rivera in addition to the bilingual teacher Ms. De Los Santos will teach the ELLs. ELA and Math teachers will also participate in the after school program to give support to the ELLs as needed. The program will run for one hour (3:15 - 4:15 p.m) Monday through Thursday.

c- ELLs receiving service 4 to 6 years are given additional support in after school classes in ESL, ELA and math through two programs "Learn It" and "Wilson". After school program runs from 3:15 – 4:15 Monday through Thursday. Beginner and intermediate level ELLs get instruction by Mr. Maksoud and Ms. Rivera, the ESL teacher, whereas the advanced ELLs get their instruction with one of the ELA teachers who has had training in ESL strategies. This teacher collaborates with the ESL teachers in planning the units and skills needed for these advanced ELLs. Bilingual ELLs receive instruction with Ms. De Los Santos; however, the school does not have any bilingual ELLs who have been in the program for 4-6 years.

d- Long- Term ELLs who have completed 6 years are given additional support in the form of tutoring in ESL, and State Exam Preparation in ELA and Math. The ESL teacher with collaboration with the ELA coach Ms. Hassan and Math coach Ms. Arrington plan units of study for long-term ELLs in order to help them in ESL, ELA and math. They attend after school program (3:15 – 4:15) Monday through Thursday, in addition to extended day program (8:00 – 8:38) Monday through Wednesday.

e- ELLs identified as having special needs are programmed in CTT classes. When warranted (as per IEPs) individual educational professionals are assigned to support the instruction of these students. The school wide and individual Data Inquiry teams study and evaluate the transcripts of at-risk students including ELLs. ELLs are part of the final target groups selected for Inquiry Teams to work with. Our policy for special needs students entails:

- Ensuring that all teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.
- Collaboration between the ESL teacher and IEP contact person.
- Monitoring the newcomers and SIFE students for possible special needs.

A. Programming and Scheduling Information

- The delivery of AIS services during, after, and as part of our Saturday School Academy.

6- The ESL teachers as well as the content area teachers who teach ELLs use different strategies that help ELLs to improve throughout their study in the school. The following strategies are in common use among the teachers who teach ELLS:

- Vocabulary and language development through which teachers introduce new concepts by discussing vocabulary and words key to that concept.
- Guided interaction in which teachers structure lessons so that students work together to understand what they read by listening, speaking, reading and writing collaboratively.
- Explicit instruction or direct teaching of concepts, academic language, and reading comprehension strategies needed to complete classroom tasks.
- Modeling, graphic organizers and visuals through which teacher use a variety of visual aids including pictures, diagrams, and charts to help all students and especially the ELLs to easily recognize essential information and its relationship to supporting ideas.

The materials that teachers use that provide access to academic content areas and accelerate English language development include, but not limited to:

- The “Visions” series that teaches language, literature and content using ESL strategies. This series come with audio DVD’s that helps the students struggling with their reading to read and listen at the same time to improve both listening and reading skills. The “Visions” come in four different levels that allow the teachers to provide ELLs with required skills at their levels.
- “English Now! A/B” series which comes in different levels and allows teachers to differentiate among the students based on their proficiency levels.
- “English Discoveries” a computer program that comes in 13 CD’s and that deals with all the language skills at the different levels. This program gives teachers a great opportunity to differentiate among students as each of the CD’s includes language instruction all the language skills. Students can work independently after getting instruction from the teacher on what to do.
- New York State glossaries written to help ELLs doing well on state tests are used to plan instruction for ELLs. As these glossaries contain academic vocabulary they give good opportunities to the teacher to select the vocabulary essential to their lessons and incorporate them in order to give ELLs better chances to understand.

7- The curriculum in Henry Hudson Junior High school has been designed for flexibility and versatility so that it is applicable to the diverse ELLs. The curriculum works as a guide and through collaboration of ESL and content area teachers, ELLs will be provided with quality instruction that enables them to meet school expectations, perform well on mandated assessments, and become educated and productive members of our society. The flexibility of the curriculum is essential for the ELLs as they need many modifications that teachers do based on the language proficiency of the ELLs. In IS 125 all non-speical education ELLs are grouped in three classes, one for each grade, the 6th, the 7th, and the 8th, in addition to the bridging TBE class which has ELLs in grades 6, 7, and 8. These classes have students in the 3 levels of ESL, the beginner, the intermediate and the advanced. In order to ensure that ELLs spent more time with non-disabled peers (linguistically), ESL teachers group the ELLs according to their language proficiency level, and plan instruction as to defferentiate instructions. In each of the ESL classes or the TBE, materials at the level of each student is used in order to cater for the student’s level. In addition, in the extendend day program as well as the after school program, students are groups based on their language

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
The nature of the program is designed to provide 100% of ELLs that include a 75% offer the mandated ESL services at the correct number of units based on the language proficiency level of the ELLs.	Push-in and Pull-out models requires a great deal of flexibility that the school offers in order to make it possible to offer the mandated ESL services at the correct number of units based on the language proficiency level of the ELLs.
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. I.S. 125 has a number of targeted interventions for our ELL's. The ELA interventions available include: The Wilson Intervention Program, ELLIS Language Program, Visions Literacy Program (varied levels), Read 180, English Discoveries (a computerized program) and System 44. In math, the interventions available for ELL's include: Success Maker, Great Leaps. In addition, for the 2011-12 school year we have contracted Learn-It Systems to be our SES provider for ELL's. "Learn It" has an ELL specific literacy and math program. The intervention services will be offered in English to ELLs in the Freestanding ESL program and in English and Spanish for the ELLs in the Bilingual bridging class. As for interventions for Social Studies, ELLs in grades 6 receive an extended day period of 37.5 minutes Monday- Wednesday with their Social Studies homeroom teacher, Ms. Wholy, who plans with Mr. Maksoud and Ms. Rivera the ESL teachers in the school on units of study and skills they need. ELLs in grades 7 receive similar Social Studies interventions with their Social Studies homeroom Teacher, Ms. Gaskins, who also plans with Ms. De Los Santos, the Bilingual teacher who is teaches Social Studies to the Bilingual students. 8th grade ELLs get Social Studies intervention by Ms. De Los Santos, the Bilingual teacher who is also certified as a social studies teacher. ELLs in the Bilingual program get the social studies intervention by Ms. De Los Santos too. Science interventions is offered to 8th grade ELLs by Ms. Akter, a science teacher who speaks English, Bengali and English. 7th and 6th grade ELLs are offered science interventions by Ms. Trayvilla and Ms. Capers in collaboration with Ms. Maksoud, the ESL teacher who is also certified as grades 1-6 common branch teacher. Intervention for social studies and science takes place during the extended day 8.00 – 8.37.5 Monday-Wednesday.

9. ELL's achieving a level of "Proficient" on the NYSESLAT, receive continuing transitional support for two years after they reach proficiency. The purpose for this support is to allow the students to move smoothly from ELLs programs to regular programs and to monitor students' progress while they meet State academic achievement standards. This support includes:

- Extended time on testing and the use of native language dictionaries or glossaries.
- A Third Reading of Listening Selection (English Language Arts Exams Only).
- Simultaneous Use of English and Alternative Language Editions (Not Allowed for English Language Arts & Foreign Language Examinations).
- Oral Translation for Lower Incidence Languages (Not allowed for English Language Arts & Foreign Language Examinations).
- Writing Responses in the Native Language (Not allowed for English Language Arts Examinations).

10. For the upcoming year we are in the process of purchasing the "Rosetta Stone" language program, which will assist ELL's in acquiring social language skills. In addition, although, we have the textbooks for the "Visions" series, we do not have the workbooks. We plan to purchase workbooks for all the four levels of this series.

11. We are not discontinuing any of the programs we offer to our ELL's in the school.

12. ELL's are given priority in participating in the different programs offered in the school. As our data show that a great percentage of our ELLs have not met the AYP, this year our main focus in the after school program is to involve the majority, if not all the ELLs in this program. In order to educate the students and parents about the programs offered, we communicate with the parents through meetings, letters, phone calls and informative fliers. We encourage our ELL's to participate in these programs. Data indicates that ELL's are actively participating in most of the programs offered in the school. The supplemental services offered in the schools for this year are the after school program which we utilize the educational materials developed by "Learn It" supplemental educational services provider, and the

B. Programming and Scheduling Information--Continued

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9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
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- Extended time on testing and the use of native language dictionaries or glossaries.
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**Beginning****Intermediate****Advanced****C. Schools with Dual Language Programs**

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**D. Professional Development and Support for School Staff**

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

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The above professional development sessions will cover the following topics:

- The literacy needs of our ELL population
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The school plans to facilitate attending the following professional development sessions offered by the Office of English Language Learners:

A- ELL K-12 Literacy Conference: November 8
"From Theory to Practice: English Language Learners and the Common Core Standards"

B- School Leadership for ELL Mathematics: October 20 (first of eight sessions)
Eight-day professional development series, dedicated to improving the quality of teaching the new CCLS for math to English Language Learners, is grounded in research on mathematical problem solving. Participants must attend all eight sessions. The first session will be on Thursday, October 20, subsequent sessions will be offered on the following Thursdays: December 8, January 26, February 9, March 15, April 19, May 17, and May 31.

C- Common Core Learning Standards: Developing Standards for Mathematical Practices for ELLs: November 1 (first of six sessions)
Developing the standards for mathematical practice for English Language Learners. First session will be on Tuesday, November 1, from 9:00 a.m. to 3:00 p.m., subsequent sessions will be offered on the following days: November 30, December 13, January 19, February 13, and March 12.

D- Professional Development on Language Allocation Policy: November 14 and December 8

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A one-day professional development on the nuts and bolts of the language allocation policy (LAP), offered on November 14 (Manhattan) and December 8 (Queens), 8:30 a.m.-3:30 p.m.

E- English Language Learners with Disabilities: Assessment, Placement, and Parental Involvement: October 27 and 28, November 17 and 18, December 1 and 2

Different issues involved with diversity, disabilities, and special education.

F- Distinguishing Between Language Acquisition and Learning Disabilities: November 4

Provides educators with information to help them determine why some English Language Learners (ELLs) struggle with reading and whether students' difficulties are a sign of learning disabilities (LD) or the result of second language acquisition.

G- English Language Learners with Disabilities: Assessment, Placement, and Parental Involvement: November 3 and 4, November 17 and 18, December 1 and 2

Addressing the role that bias or inappropriate practice plays in the disproportionate placement of ELLs in special education., as well as the key factors to consider in the assessment of ELLs for special education.

H- Differentiating for ELLs in Science: The Literacy Connection: December 12 and 13

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. Parental involvement is key to our mission and is supported by monthly calendars, invitation to monthly PA meetings. Our Parent Coordinator holds Parent Workshops on a monthly basis as well. Parents wishing to meet with teachers have appointments made when teachers are available. I.S. 125 has a website where parents can contact teachers as well as receive their child's homework. Each teacher posts the homework on the school website. Parents are welcome to chaperone school trips as well as class trips. Students work is displayed outside of each of the classrooms. Parent Orientation Workshops are offered to all parents in September. At these workshops the school uniform policy, monthly calendars and all activities are explained to the parents. There is a questions and answer period available after the workshop. Translation is always available for parents in the languages commonly spoken among the parents of our ELLs.

2. I.S. 125 partners with the Rainbow Afterschool Program. This program provides homework help as well as recreational activities after school. There is a sports program that is open for tryouts to all students of I.S. 125. Other programs include Woodwork, Cheerleaders, Baby Think It Over, Photography, Robotics, Chess, Hip Hop Dance, Recreation, Art, and Journalism.

3. I.S. 125 encourages the parents to express their interests in which workshops will be offered. There is also an equal amount of parents and teachers on the School Leadership Team. Parents are asked to sit in on interviews for new staff members and after school tutoring providers. The school usually studies the summary of the parent survey, and looks for the areas that need improvement and works to improve these areas. During annual ELLs meetings that takes place in the third week of September, the schools gives the parent a survey in which it tries to measure the satisfaction of the parents towards the service the schools offers to the ELLs. In addition, the survey asks the parents to express their needs and to aspects of services they believe the school can offer them. These surveys in addition to the NYC school survey are translated to the main language spoken by the parents of our ELLs. The survey developed by the school is translated by the school bilingual teachers and/or the Unit of Translition and Interpretation at The NYC DOE. During the orienation sessions and annual meetings for the parents of the ELLs, oral transilation is offered to Spanish, Bengali, and Arabic by the bilingual teachers who are fluent in these languages. On phone transilitions through the unit of Transilation and Interpretation is sought for parents speak a language that non of the school staff speaks.

4. I.S. 125 provides a space for the parents to hold their monthly meetings as well as having separate space as a work area. The Parent Association and School Leadership Team meet on a regular monthly basis. These meetings are open to our school community which includes ELL parents as well as general education and special education parents.

B. Programming and Scheduling Information--Continued

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Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

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- Sessions are also given in Math and Science in scaffolding instruction through the use of manipulatives and experiments.
- Technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible.
- Scaffolding in the content areas
- Differentiation in the ESL classroom
- ESL in the Mathematics classroom
- ELL Look For's (survey to support educators teaching ELLs from Teachescape website)
- Inquiry training in ARIS and ACUITY
- Study Group on Differentiated Instruction
- Marie Carbo: Learning Styles
- Common Core Learning Standards
- Renzulli Learning website
- Cooperative Learning
- Charlotte Danielson Framework

The school plans to facilitate attending the following professional development sessions offered by the Office of English Language Learners:

A- ELL K-12 Literacy Conference: November 8

“From Theory to Practice: English Language Learners and the Common Core Standards”

B- School Leadership for ELL Mathematics: October 20 (first of eight sessions)

Eight-day professional development series, dedicated to improving the quality of teaching the new CCLS for math to English Language Learners, is grounded in research on mathematical problem solving. Participants must attend all eight sessions. The first session will be on Thursday, October 20, subsequent sessions will be offered on the following Thursdays: December 8, January 26, February 9, March 15, April 19, May 17, and May 31.

C- Common Core Learning Standards: Developing Standards for Mathematical Practices for ELLs: November 1 (first of six sessions)
Developing the standards for mathematical practice for English Language Learners. First session will be on Tuesday, November 1, from 9:00 a.m. to 3:00 p.m., subsequent sessions will be offered on the following days: November 30, December 13, January 19, February 13, and March 12.

D- Professional Development on Language Allocation Policy: November 14 and December 8

A one-day professional development on the nuts and bolts of the language allocation policy (LAP), offered on November 14 (Manhattan) and December 8 (Queens), 8:30 a.m.-3:30 p.m.

E- English Language Learners with Disabilities: Assessment, Placement, and Parental Involvement: October 27 and 28, November 17 and 18, December 1 and 2

Different issues involved with diversity, disabilities, and special education.

F- Distinguishing Between Language Acquisition and Learning Disabilities: November 4

Provides educators with information to help them determine why some English Language Learners (ELLs) struggle with reading and whether students' difficulties are a sign of learning disabilities (LD) or the result of second language acquisition.

G- English Language Learners with Disabilities: Assessment, Placement, and Parental Involvement: November 3 and 4, November 17 and 18, December 1 and 2

Addressing the role that bias or inappropriate practice plays in the disproportionate placement of ELLs in special education., as well as the key factors to consider in the assessment of ELLs for special education.

H- Differentiating for ELLs in Science: The Literacy Connection: December 12 and 13

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

The school conducts professional development workshops throughout the year, focusing on differentiation through the use of instructional strategies. All English and ESL teachers as well as teachers from other content areas who teach ELLs participate in these workshops. The school has a general calendar for the professional development sessions as follows:

- a. 2 half days of professional development sessions on the 7th and 8th of September 2011.
- b. A full day of professional development sessions on November 8, 2011.
- c. A full day of professional development sessions on June 5, 2011.
- d. 37.5 minutes professional development sessions every Thursday.

The above professional development sessions will cover the following topics:

- The literacy needs of our ELL population
- Sessions are also given in Math and Science in scaffolding instruction through the use of manipulatives and experiments.
- Technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible.
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Addressing the role that bias or inappropriate practice plays in the disproportionate placement of ELLs in special education., as well as the key factors to consider in the assessment of ELLs for special education.

H- Differentiating for ELLs in Science: The Literacy Connection: December 12 and 13

Engaging teachers and administrators in research-based practices in the area of content literacy and differentiated instruction for English

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. Parental involvement is key to our mission and is supported by monthly calendars, invitation to monthly PA meetings. Our Parent Coordinator holds Parent Workshops on a monthly basis as well. Parents wishing to meet with teachers have appointments made when teachers are available. I.S. 125 has a website where parents can contact teachers as well as receive their child's homework. Each teacher posts the homework on the school website. Parents are welcome to chaperone school trips as well as class trips. Students work is displayed outside of each of the classrooms. Parent Orientation Workshops are offered to all parents in September. At these workshops the school uniform policy, monthly calendars and all activities are explained to the parents. There is a questions and answer period available after the workshop. Translation is always available for parents in the languages commonly spoken among the parents of our ELLs.

2. I.S. 125 partners with the Rainbow Afterschool Program. This program provides homework help as well as recreational activities after school. There is a sports program that is open for tryouts to all students of I.S. 125. Other programs include Woodwork, Cheerleaders, Baby Think It Over, Photography, Robotics, Chess, Hip Hop Dance, Recreation, Art, and Journalism.

3. I.S. 125 encourages the parents to express their interests in which workshops will be offered. There is also an equal amount of parents and teachers on the School Leadership Team. Parents are asked to sit in on interviews for new staff members and after school tutoring providers. The school usually studies the summary of the parent survey, and looks for the areas that need improvement and works to improve these areas. During annual ELLs meetings that takes place in the third week of September, the schools gives the parent a survey in which it tries to measure the satisfaction of the parents towards the service the schools offers to the ELLs. In addition, the survey asks the parents to express their needs and to aspects of services they believe the school can offer them. These surveys in addition to the NYC school survey are translated to the main language spoken by the parents of our ELLs. The survey developed by the school is translated by the school bilingual teachers and/or the Unit of Translition and Interpretation at The NYC DOE. During the orienation sessions and annual meetings for the parents of the ELLs, oral transilation is offered to Spanish, Bengali, and Arabic by the bilingual teachers who are fluent in these languages. On phone transilitons through the unit of Transilation and Interpretation is sought for parents speak a language that non of the school staff speaks.

4. I.S. 125 provides a space for the parents to hold their monthly meetings as well as having separate space as a work area. The Parent Association and School Leadership Team meet on a regular monthly basis. These meetings are open to our school community which includes ELL parents as well as general education and special education parents.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							17	13	10					40
Intermediate(I)							9	6	12					27
Advanced (A)							21	11	15					47

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	0	0	0	0	0	47	30	37	0	0	0	0	114

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							2	5	3				
	I							4	5	10				
	A							18	12	9				
	P							13	3	13				
READING/ WRITING	B							7	6	7				
	I							7	4	8				
	A							16	11	12				
	P							8	7	4				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	18	12	1	0	31
7	15	10	0	0	25
8	14	19	0	0	33
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	10	2	21		1				34
7	11	2	10		4				27
8	14	3	18	2	6		1		44
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	15		19		22		2		58

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
8	18	4	13	3	5				43
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	6	1				
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

N/A

Part VI: LAP Assurances

School Name: <u>Henry Hudson Junior High School</u>		School DBN: <u>125</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Anthony Martin	Principal		11/21/11
Nelson Medinah	Assistant Principal		11/21/11
Detiberiis Wendy	Parent Coordinator		11/21/11
Nabil Abdel Maksoud	ESL Teacher		11/21/11
Lisa Mateo	Parent		11/21/11
Kandis Rivera / ESL	Teacher/Subject Area		11/21/11
Del Los Santos / Bilingual Tr.	Teacher/Subject Area		11/21/11
Matel Hassan	Coach		11/21/11
June Arrington-Pena	Coach		11/21/11
	Guidance Counselor		
	Network Leader		
Doylla Vaughn	Other <u>Assistant Principle</u>		11/21/11
Neelawattie Arjoon	Other <u>Assistant Principle</u>		11/21/11
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 08X125 **School Name:** Henry Hudson Junior High School

Cluster: 6 **Network:** 608

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Using biographical data, home language survey responses, information from applications to the Henry Hudson junior High School, and review of ARIS and ATS data (RHLA Report), we identified households wherein English may not be the primary spoken language. This information was confirmed informal interview with parents and guardians during the process of registration in addition to phone calls to the homes.

- The Principal, Parent Coordinator and the ESL teacher studied the (RHLA) ATS report to determine the languages spoken by the families of our students.
- Twice a year, Parent Surveys are given. Several questions were specifically addressed to parents concerning how the school communicates with them.
- For new admits to the school, a trained pedagogue carries out an informal interview with the parent and student which gives a clear idea about the need of the parent for translation services.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

- It was determined that 6 languages are spoken by ELLs of I.S. 125 and their families. 67.54% speak Spanish, 20.18% speak Bengali, 8% speak Arabic, 1.75% Speak Chinese, 1.75% speak French and 0.88% speak other languages. Along with these data, the team also looked at the "softer" data from our surveys concerning the parents' perceptions of how I.S. 125 communicates with them regarding their children. These two forms guided our initiatives to support translation services. These findings were shared with school staff in faculty meeting, with students through school public announcements, and with parents through school letters, Parent Coordinator Workshops, Monthly Principal/Parent Breakfast meetings, and at Parent Association meetings.
- It was determined that several areas of translation were needed. It was determined that oral translation services were needed when incidents.

. It was also determined that parents wanted translations of documents that get sent home in the book bags of students with announcements and memos concerning a variety of topics from the school such as parent conferences, PA meetings, monthly newsletters, etc. Our school's parent coordinator notifies parents of translations and translation options on the school's website.

- Teachers, deans and guidance counselors utilize the NYC DOE Translation and Interpretation Unit to communicate effectively with parents/guardians.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

- NYCDOE translation services will be utilized when documents are deemed critical or sensitive. We will rely on the accuracy of this service for sensitive, timely or private information that requires the highest level of accuracy to the original documents.

- In-house staff such as our Spanish, Bengali, and Arabic, speaking persons will translate written documents, such as letters and the Parent Coordinator's monthly Parent Newsletter. The school formed a team of three bilingual teachers who speak the major languages spoken at the school (Spanish, Bengali and Arabic) in addition to the office staff whose most members are Spanish proficient, to help with oral and written translation.

- Free web-based translation solutions are also used. Google web page translation services and other online translation services such as AltaVista Babel Fish Translation are used for written communication that is not critical information regarding student news or informal areas where we are unable to attest to the reliability of the translation.

- Title I translation and Tax Levy funds are used to pay for outside contractors during parent teacher conferences and workshops.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

- Translators with transmitters are used for after-school parent meetings such as Open School Night, PA meetings and other informational school meetings for parents. This system uses bilingual translators (wearing transmitters) who listen and translate verbally into a microphone.
- Guidance counselors, deans and the Parent Coordinator use the free NYCDOE phone conference translation service for parent conferences.
- In-house staff such as our Spanish, Bengali, and Arabic speaking persons translate oral person-to-person or phone conferences with parents on a regular basis.
- Free web-based translation solutions are also used. Google web page translation services and other text translation services such as AltaVista and Babel Fish sites are used for written communication. These text solutions are then read by parents when we do not have a verbal translator.
- Outside contractors are used (as needed). However, due to the high expense of such services, these services are used infrequently.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

I.S.125X will follow the regulations and guidelines within Section VII of Chancellor's Regulations A-663. Some of the guidelines are already in place. There is currently a sign indicating the school office location at the front entrance of the building in three major primary languages. There is also a sign in eight primary languages in front of the main office informing parents that translation services are available at their request. According to A-663, parents will receive a written notification of their rights regarding translation and interpretation services and instructions on how to obtain such services. Parents will also be provided with the safety plan procedures of the school in the language spoken at home. In addition parents will be provided with "School Safety Plan" and the "Parents' Bill of Rights and Responsibilities" each according to language spoken at home based on the data we have on ATS. For that purpose, when a student initially registers or transfers into the school, a parent or legal guardian will be asked to specify his or her primary language and whether they require language assistance. Such inquiries will be presented to parents in English and in writing in the five most common primary languages spoken by parents of our ELLs. The data will be carefully compiled and continuously updated into the school computer system.

Budget for Translation of parent transaction services/documents: The available budget for Translation will be used to fund per session for translation services at parent involvement events, as well as to translate documents, such as Open House Flyers, Applications, Calendars, and Parent Handbook at events and New Student Annual Orientations. We can also secure funds to secure staff to attend PTA meetings who speak several languages. This was decided as a need through the use of ATS data analysis, student interviews, home language surveys upon enrollment and student applications to our school. In addition, the School safety plan contains a provision and a procedure for parents in need of language assistance to be able to communicate with the administrative offices.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Henry Hudson Junior High	DBN: 08X125
Cluster Leader: Jose Ruiz	Network Leader: Rudy Rupnarine
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> *After school <input type="checkbox"/> *Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 63
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> *6 <input type="checkbox"/> *7 <input type="checkbox"/> *8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 6
of certified ESL/Bilingual teachers: 3
of content area teachers: 3

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

Our 2011/2012 Title III Plan drives our supplemental instructional program for grades 6-8 in both the Bilingual Transitional Educational program and the Freestanding ESL program that our school provides this school year. Title III supplemental services will offer ESL, ELA and math services to our ELLs who have not met the required levels of proficiency in ESL, level 2 or below in ELA and level 2 or below in math. The services offered through Title III supplemental services are intended to supplement the services offered to our ELLs throughout the school day and before school extended day.

Title III supplemental services will mainly target four groups of our ELLs. The first group is long term ELLs who have been receiving ESL services for more than 6 years. These students have been receiving the mandated ESL services but were not able to achieve the proficient level they need in order to exit the ESL programs. Some of the ELLs in this group will receive instruction in ELA or math based on their NYS ELA and math tests. The second group is ELLs who have been receiving ESL services for 3-6 years. These students will need to get supplemental services in ESL in addition to ELA and/or math. Title III services will be offered to this group to help them achieve the proficient level before they become long term ELLs. The third group is SIFE who need missed regular schooling and help in ESL, literacy skills and math. The fourth group is ELLs in the bilingual program that needs help with ESL, ELA and math. Of the 14 students in the bilingual bridging class, 11 are at the beginner ESL level and need extensive help in ESL and ELA since they are exposed to academic English for only 25% of the instruction they receive.

Title III supplemental services will be offered through 2 programs, the after school program and Saturday school program. The after school program will take place by mid November 2011 and will end by the end of April 2010, and will run from 3:15 p.m. - 4:15 p.m., Monday through Thursday. ELLs will be provided with ESL, ELA and Math instruction based on their performance in the state standardized tests. Their NYSESLAT, ELA, and math state test results, in addition to information from acuity, ARIS and Ed Performance will be analyzed and instruction will focus on targeting the skills the students have not met. The Title III Saturday School program (STAR) will provide ELLs with supplemental instruction. It will service our ELL population depending on students' areas of need as indicated by state standardized tests, data driven assessment, teachers' recommendations and parental choices. Saturday school provides our ELLs with instruction in ESL, ELA and math for three hours/week, from 9:00am-12:00pm. The program began in early February and will finish at the end of May. It is taught by one of our ESL teachers and one of our math teachers. Students will work in two groups; one group receives instruction from the ESL teacher from 9:00am-10:30 while the other group receives Math instruction; the groups then switch at 10:30am. The bilingual teacher conducts instruction by using ESL methodology.

Part B: Direct Instruction Supplemental Program Information

The focus of our ELL supplemental program is to provide supplemental instruction in small groups to support the development of critical reading, writing, thinking, speaking and listening skills across the content areas to meet state standards. The teachers will use research based strategies to focus on critical reading, writing, speaking and listening skills necessary for success on the State, Periodic Predictive Assessments and the NYSESLAT exam and on enhancing literacy through supplemental instruction. Content area supplemental instruction will focus on content specific critical learning skills. Teachers will provide student centered learning and implement such strategies as cooperative learning, aural-oral approach, CALLA approach, journal writing, thematic-communicative approach, as well as a project based, hands on approach in technology and tutoring on demand.

Certified ESL, ELA, Bilingual, and math teachers will work collaboratively in order to provide the ELLs with all the skills they need to proceed with their studies and to pass whatever obstacles that may halt them progress.

We will purchase materials and general supplies for all Title III programs including books such as the bilingual dictionaries, chart paper, markers, and NYSESLAT tutoring guides to help our students become more proficient in the English Language and meet the city and state mandates. Evidence of our success will be standards based, data driven assessments by state standardized exams including the State, NYSESLAT, reading and math assessments, ongoing class assessment and report card grades.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

Professional Development focuses on providing ESL and ESL Content Areas teachers with differentiated instruction strategies for teaching the English Language Learner. Its primary function is two folds: to provide ESL and ESL Content Areas teachers with English language learners research based pedagogical strategies to best meet the needs of our ELLs, to prepare ELLs to meet and exceed NYS performance standards and to be successful on all State Assessment examinations through data driven instruction. Professional development will focus on: types of supportive services, differentiated instruction, development of strategies to be successful on assessment and instructional strategies to enhance student's skills for success.

All English and ESL teachers as well as teachers from other content areas who teach ELLs participate in these workshops. The school has a general calendar for the professional development sessions as follows:

Part C: Professional Development

- a. 2 half days of professional development sessions on the 7th and 8th of September 2011.
- b. A full day of professional development sessions on November 8, 2011.
- c. A full day of professional development sessions on June 5, 2011.
- d. 37.5 minutes professional development sessions every Thursday.

The above professional development sessions will cover the following topics:

- The literacy needs of our ELL population
- Sessions are also given in Math and Science in scaffolding instruction through the use of manipulatives and experiments.
- Technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible.
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“From Theory to Practice: English Language Learners and the Common Core Standards”

B- School Leadership for ELL Mathematics: October 20 (first of eight sessions)

Eight-day professional development series, dedicated to improving the quality of teaching the new CCLS for math to English Language Learners, is grounded in research on mathematical problem solving.

Part C: Professional Development

Participants must attend all eight sessions. The first session will be on Thursday, October 20, subsequent sessions will be offered on the following Thursdays: December 8, January 26, February 9, March 15, April 19, May 17, and May 31.

C- Common Core Learning Standards: Developing Standards for Mathematical Practices for ELLs: November 1 (first of six sessions)

Developing the standards for mathematical practice for English Language Learners. First session will be on Tuesday, November 1, from 9:00 a.m. to 3:00 p.m., subsequent sessions will be offered on the following days: November 30, December 13, January 19, February 13, and March 12.

D- Professional Development on Language Allocation Policy: November 14 and December 8

A one-day professional development on the nuts and bolts of the language allocation policy (LAP), offered on November 14 (Manhattan) and December 8 (Queens), 8:30 a.m.-3:30 p.m.

E- English Language Learners with Disabilities: Assessment, Placement, and Parental Involvement: October 27 and 28, November 17 and 18, December 1 and 2

Different issues involved with diversity, disabilities, and special education.

F- Distinguishing Between Language Acquisition and Learning Disabilities: November 4

Provides educators with information to help them determine why some English Language Learners (ELLs) struggle with reading and whether students' difficulties are a sign of learning disabilities (LD) or the result of second language acquisition.

G- English Language Learners with Disabilities: Assessment, Placement, and Parental Involvement: November 3 and 4, November 17 and 18, December 1 and 2

Addressing the role that bias or inappropriate practice plays in the disproportionate placement of ELLs in special education., as well as the key factors to consider in the assessment of ELLs for special education.

H- Differentiating for ELLs in Science: The Literacy Connection: December 12 and 13

Engaging teachers and administrators in research-based practices in the area of content literacy and differentiated instruction for English Language Learners.

K- Integrating the Common Core Standards in the Spanish NLA Class – Secondary Level: December 15 and 16

Introducing and explaining the new Common Core Learning Standards and their role in the Spanish NLA class, as well as the necessary alignment between the instruction in NLA and the ELA classes.

L- Understanding Title III AMAOs: Accountability for ELLs: November 22

Understanding the Title III Annual Measurable Achievement Objectives (AMAOs).

Part C: Professional Development

#Teachers then turnkey the knowledge in their subject area as well as grade level teams.

As mentioned above differentiated instruction will be one of the topics that will be covered in many of the sessions the ESL teachers as well as the content area teachers will attend. Differentiating for ELLs in Science, Social Studies, Math and Science will be dealt with in many professional development sessions and our content area teachers are encouraged to attend. On November 30, Ms Paula Waldron will offer a professional development session to the ELLs content area teachers on ways to assist English language learners in meeting the state standards in math, science and social studies.

The professional development sessions are offered by the school principal, ELA/ESL assistant principal, Learn It training staff, Pearson's ELLIS training staff, Ms. Brenda Garcia, ELL Compliance and Performance Specialist, Ms Paula Waldron, Director of Curriculum Development ELA, ELL & Literacy Instruction, in addition to professional development specialists appointed by the Office of English Language Learners for the sessions that office offers.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

The involvement of the parents and the family in the study and school activities of their children is very important for many reasons. Research has shown that family participation in education was twice as predictive of students' academic success as family socioeconomic status. Some of the more intensive programs had effects that were 10 times greater than other factors. It has also shown that the more intensely parents are involved, the more beneficial the achievement effects and the higher grades, test scores, and graduation rates the students achieve. Moreover this results in better school attendance, increased motivation, better self-esteem, lower rates of suspension decreased use of drugs and alcohol and fewer instances of violent behavior.

Parent Orientation Workshops are offered to all parents in September, and ELLs parent orientation sessions are held the second week of September. At these workshops and orientation sessions the school uniform policy, monthly calendars and all activities are explained to the parents. There is a questions and answers period available after the workshops. Translation is always available for parents in commonly spoken languages among the parents of our ELLs. A technology course is offered to the parents of ELLs who would like to acquire computer and typing skills that would help them follow the education of their children through the DOE web sites such as ARIS and Acuity in addition to the school web site that offers valuable information to the parents. Other sessions that are offered to the parents

Part D: Parental Engagement Activities

of ELLs are:

- back to school night
- High School Application Help Session
- 8th grade senior activities
- movie nights
- internet safety
- bullying
- gang awareness
- ELA testing

These sessions are offered by the school staff and/or by professionals appointed by the school for sessions the school does not have the qualified staff to offer.

The parents are notified by mail, flyers, brochures, and phone calls. Translation of the written and spoken communications with parents will be available in all the language spoken in our school i.e. English, Spanish, Bengali, Arabic, French, Chinese, and Urdu.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional 		

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
materials. <ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		